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are everywhere insisting that they be permitted to teach the elementary theorems and applications of geometry because (1) it is natural, (2) their students have the ability, and (3) students are interested in this type of mathematics. This demand is sound in the light of modern pedagogy. The equations of generalized arithmetic are being emphasized. All this means correlated mathematics in the upper grades of the elementary school. Under this condition correlated mathematics follows in the first year of high school because it "resembles arithmetic" of the grades.

Thus there will be a natural and unbroken development from the time the student has mastered the fundamental number concepts in the lower elementary grades to the advanced university courses. The questions to be asked are: (1) Ought the condition which the author describes to exist? (2) If not, would not a proper correlation eliminate it?

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BOOKS RECEIVED

LATIN, SPANISH, GERMAN, AND FRENCH

Giese, William F. *Graded French Method*. New York: Henry Holt & Co., 1913. Pp. x+438.

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Picard, Dawson, John C. (Ed.). *La Petite Ville*. Boston: Ginn & Co., 1913. Pp. xx+177. \$0.40 net.

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Schmidhofer, Martin. *Erstes Lesebuch für amerikanische Schulen*. Boston: D. C. Heath & Co., 1913. Pp. 139. \$0.40.

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MISCELLANEOUS

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Chamberlain, Arthur Henry. *Ideals and Democracy*. Chicago: Rand, McNally & Co., 1913. Pp. x+173.

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Jevons, F. B. *Comparative Religion*. Cambridge University Press, 1913. Pp. vi+154. \$0.40 net.

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EDUCATION AND PHILOSOPHY

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Robison, A. T. *The Applications of Logic*. New York: Longmans, Green & Co., 1912. Pp. x+219.

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